



## Differentiated Instruction: Supporting the Needs of All Learners

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### Workshop Essential Question:

How can I increase my use of effective differentiated instructional strategies?

**Triarama Name Tent – \*\*\*TWTL page 76**

**Prior Knowledge** – What do you already know about DI?

### Brief Overview of DI

Carol Ann Tomlinson's work  
Differentiating based on environment, content, process and product  
How learning styles, multiple intelligences, and brain compatible strategies fit in  
Alignment with GCPS Quality-Plus Teaching Strategies

### Establishing an Environment for Differentiation

Teacher beliefs  
Culturally responsive teaching  
Physical arrangement  
Know each child  
Student inventories and interest surveys  
“Fair isn't always equal” – balancing levels of support and challenge  
Pre-assessments and increased formative assessment  
Flexible grouping & ways to vary group formation

### Differentiated Content

Differentiating by readiness, interest or learning profile  
Tiering assignments  
Creating your own tiered lesson

**Summarizing/Reviewing Your Learning** - What will you walk away with?

**SEE THESE CODES:** They indicate connections in your books

**\*\*\*DI = *Differentiating Instruction in a Whole-Group Setting* by Pavelka**

**\*\*\*TWTL = *Teach the Way They Learn* by Hines & Vincent**

## Overview & Conceptual Basis for Differentiated Instruction

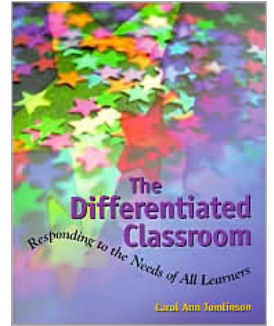
*The Differentiated Classroom: Responding to the Needs of All Learners (1999)*

Carol Ann Tomlinson

### What Is Differentiated Instruction?

Differentiation means tailoring instruction to meet individual needs. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Learning environment – the way the classroom works and feels.
- Content – what the student needs to learn or how the student will get access to the information.
- Process – activities in which the student engages in order to make sense of or master the content.
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit.



### Other Theoretical and Research Basis for Workshop

**Effective Teaching Strategies Research** – Robert Marzano – *Classroom Instruction That Works*

**Multiple Intelligences** – Howard Gardner

**Scaffolding** – Lev Vygotsky and Jerome Bruner

**Strategies that Improve Learning and Memory** - Eric Jensen – *Brain Based Learning*

**Collaborative Learning** – Spencer Kagan

### Early Literacy

Jerry Johns & Susan Lenski – *Improving Reading: Strategies and Resources*

Debbie Miller – *Reading with Meaning*

Gail E. Tompkins – *Literacy for the 21<sup>st</sup> Century*

Robert Marzano - *Building Academic Vocabulary: Teacher's Manual*

**See more references on last page of this handout**

## Establishing a Climate or Environment for Differentiation

### Teacher and Student Beliefs and Needs

### Essential Ingredients in Setting the Stage for Differentiated Instruction

Core teacher belief in potential of each student – belief that ALL students can grow  
Perception is everything – there is an unspoken classroom culture

What would a visitor say about your classroom after a full day visit?

What is your belief about motivation?

Do you think motivation is more external or internal?

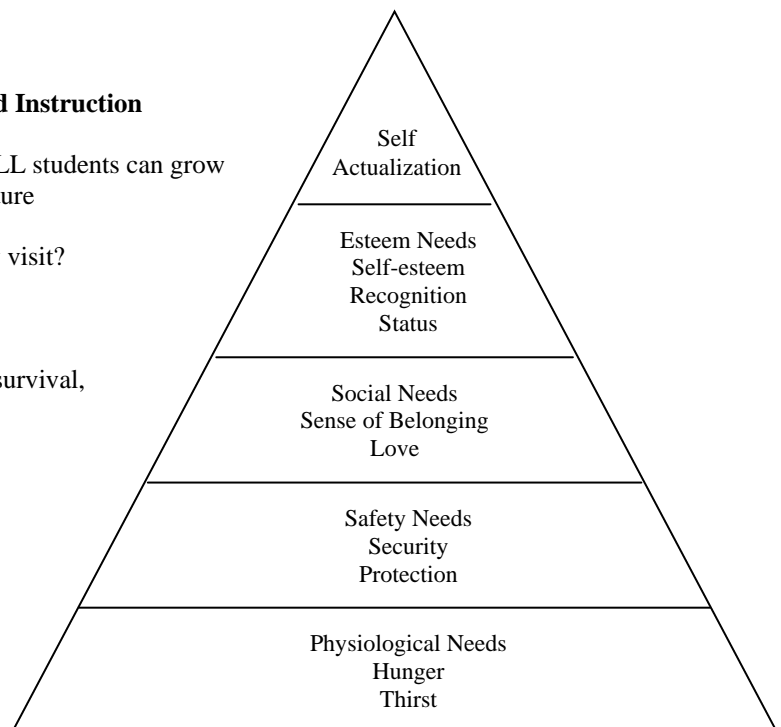
William Glasser's (1988) In addition to the physical need for survival, there are four basic psychological needs that must be satisfied to be emotionally healthy:

- Belonging or connecting
- Power or competence
- Freedom
- Fun

Maslow's Hierarchy of Needs

### Management Tip - **Voices in our Room**

- 0 Work Time – No Talking
- 1 Conference – Whispering
- 2 Group Time, Reading Writing – Quiet Voice
- 3 Meeting Time – Medium Voice
- 4 Outside Voice – Loud Voice



## Ways to Build a Culture of Learners and Achievement Seekers

Model a love of learning – develop a spirit of inquiry

Class celebrations & affirmations

Celebrate accomplishments - Cheer success

### Classroom Climate Check



Teacher Self Analysis – How would you rate your climate?

	Consistently	Sometimes	Not Very Often
Teacher creates a physical environment that is well organized and adapted to student needs.			
Teacher establishes a classroom climate of openness, mutual respect, support and inquiry.			
Teacher helps students assume responsibility and self assess their own learning and behaviors.			
Teacher supports individual student's physical, social, emotional, cognitive, and behavioral development.			
Teacher is able to understand and respect individual student and group differences (e.g. intellectual, cultural, social).			
Teacher creates an environment that encourages students to work both cooperatively and independently.			
Teacher uses a variety of engaging strategies to increase students' desire and opportunity to learn.			
Teacher seeks to understand and make connections to students' experiences and backgrounds in designing and implementing lessons and units.			
Teacher uses creative strategies involving movement, music and art to activate thinking and add variety.			
Teacher identifies strategies to link school, home and community to enhance learning connections.			

# GETTING TO KNOW YOUR STUDENTS!

Teachers that take time to know students on a personal level have less discipline problems!

***Classroom Management That Works: Research-Based Strategies for Every Teacher***

by Robert J. Marzano, Jana S. Marzano, Debra J. Pickering

Cool **All About Me Scavenger Hunts** - See Tammy Worcester's Web Site

[http://www.tammyworchester.com/Tips/Ideas\\_Activities\\_Tammy\\_Technology\\_Tips/Entries/2026/1/2\\_All-About-Me\\_\\_Scavenger\\_Hunt.html](http://www.tammyworchester.com/Tips/Ideas_Activities_Tammy_Technology_Tips/Entries/2026/1/2_All-About-Me__Scavenger_Hunt.html)

**Teach Using Student Names & Good Morning** – \*\*\*DI Book page 17-21

**Use Name Randomizer – Fruit Picker or Typewriter** online at [www.classtools.net](http://www.classtools.net)

**Create “All About Me Books”** see free printables online at <http://www.kidprintables.com/allaboutme/>

**Or an “I Am Special Book”** see <http://www.alphabet-soup.net/me/specialbook.html>

**Read the “Patchwork Quilt”** and make a class quilt about each student



Ways I Show Others I Care \_\_\_\_\_

Things I Can Do Really Well \_\_\_\_\_

What People Like About Me \_\_\_\_\_

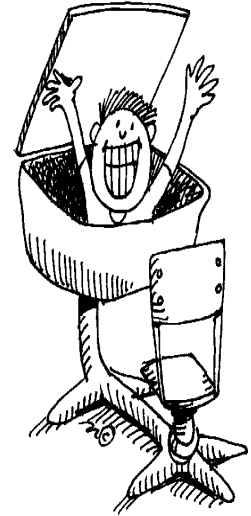
## Learning Styles Inventories

Give your older elementary students the learning styles inventory to determine how they learn best. This will be beneficial to both you and your students. Some assessments can be taken online while others will need to be printed and hand scored. Not all of the assessments look at the same traits, so try them out yourself before you give them to students!

**How to Learn by Pat Wyman** <http://www.howtolearn.com/personal.html>

See links to learning styles and multiple intelligence inventories on my web site

1. The three things that I do best in school are \_\_\_\_\_
2. Some of the things that I would like to work on this year are \_\_\_\_\_
3. I would like to learn more about \_\_\_\_\_
4. Outside of school, my favorite activity is \_\_\_\_\_
5. My hobbies are \_\_\_\_\_
6. My favorite sport is \_\_\_\_\_
7. The sports that I play in and out of school are \_\_\_\_\_  
\_\_\_\_\_
8. My three favorite books are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. One of my favorite authors is \_\_\_\_\_ because \_\_\_\_\_
10. If I could choose between watching television, playing video games or using the computer, I would pick \_\_\_\_\_ because \_\_\_\_\_
11. I enjoy these types of reading: (circle those that apply)  
Story Books                      Craft/Games/Puzzles  
Fiction                              Fairy Tales  
Non-Fiction                      Geography  
Comics                              Sports
12. The person that I consider to be a hero is \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_
13. I have traveled to \_\_\_\_\_  
If I could pick a place to travel to, I would choose \_\_\_\_\_  
\_\_\_\_\_
14. Some of the jobs and responsibilities that I have at home are \_\_\_\_\_  
\_\_\_\_\_
15. Three of my friends are: \_\_\_\_\_  
\_\_\_\_\_ When I am with my friends we like to \_\_\_\_\_  
\_\_\_\_\_
16. Something about me that I'd like to share with you  
is \_\_\_\_\_  
\_\_\_\_\_



# INDIVIDUAL STUDENT SKILLS CHECKLIST

**Not Applicable (NA)** Skill or behavior has not been introduced.

**Not Yet (N)** Child cannot demonstrate skill or behavior at this time.

**In Progress (P)** Child demonstrates skill or behavior intermittently.

**Consistent (C)** Child can consistently demonstrate skill or behavior with proficiency.

Skill	NA	N	P	C
Recognizes capital letters A B C D E F G H I J K L M N O P Q R S T U V W X Y Z				
Recognizes lower case letters a b c d e f g h i j k l m n o p q r s t u v w x y z				
Recognizes letter sounds b c d f g h j k l m n p r s t v w y z				
Writes first and last name				
Identifies basic colors				
Names days of the week				

## *Fair Isn't Always Equal* by Rick Wormeli

### What is differentiation?

Differentiating instruction is doing what's fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It's whatever works to advance the student if the regular classroom approach doesn't meet students' needs. It's highly effective teaching.

What is fair ...isn't always equal.

Consider this: The Latin root of assessment is "assidere" which means, "to sit beside."

From assessment expert, Doug Reeves: "Too often, educational tests, grades, and report cards are treated by teachers as autopsies when they should be viewed as physicals."

### Differentiating Formative Assessment Strategies

The focus of a differentiated classroom should be the constant search for evidence of understanding and ways to support the needs of learners. You can't customize learning unless you check to see who knows what! Broaden your thinking about the variety of ways to gather information on your students' level of mastery.

**Shower Liner Grid – \*\*\*DI page 53**

**Anecdotal Records – \*\*\*DI page 126**

## Examples of Classroom Assessment Types

Formative/Informal	<-Overlap ->	Summative/Formal
Anecdotal records Board work Center work Conversations Experiments Foldables Games Graphs/Charts Graphic organizers Homework Independent activities Interviews Journals Labels Lesson summarization Maps Note cards Observation Parent feedback Partner activities Questions Reflections Self or group evaluation Small group discussion Worksheets	Formative and summative overlap depending on the purpose of the evaluation	Benchmark tests Brochures Class work Debates Essays Interviews Logs Mini-Books Performance tasks Portfolios Projects Quizzes Reports Rubrics Short stories Speeches Teacher made tests Textbook tests

### Differentiated instruction and standardized tests – ‘NOT an oxymoron!’

The only way students will do well on tests is if they learn the material. Differentiated instruction maximizes what students learn. DI and standardized testing are mutually beneficial...Rick Wormeli

## Differentiated Content

When teachers differentiate content, they can do so in response to students’ readiness, interest, and/or learning profile.

### READINESS

Readiness refers to the skill level and background knowledge of the student. Teachers use diagnostic assessments and/or individual skills checklists to determine students’ readiness.

### INTEREST

Interest refers to topics that the student may want to explore or that will motivate the student. Teachers can ask students about their outside interests and even include students in the unit-planning process.

### LEARNING PROFILE

The student’s learning profile includes learning style (for example, is the student a visual, auditory, or kinesthetic learner), grouping preferences (for example, does the student work best individually, with a partner, or in a large group), and environmental preferences (for example, does the student need lots of space or a quiet area to work). When a teacher differentiates, all of these factors can be taken into account individually or in combination.

Adapted from Carol Ann Tomlinson (1997)

<b>Differentiation Strategy</b>	<b>Primary Use</b>	<b>Description of Strategy</b>	<b>Things to Consider</b>
<b>Tiered Assignments and Products</b>	Readiness	<p>Assignments and products are designed to instruct and assess students on essential skills that are provided at different levels of complexity, abstractness, and open-endedness. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness.</p> <p>For example, students with moderate understanding about a topic are asked to write an article. Students with a more advanced understanding are asked to prepare a debate.</p>	<ul style="list-style-type: none"> <li>• Focus task on a key concept</li> <li>• Use a variety of resource materials at different levels of complexity and associated with different learning modalities</li> <li>• Adjust task by complexity, abstractness, number of steps, concreteness, and independence to ensure challenge and not frustration</li> </ul>
<b>Compacting</b>	Readiness	<p>Compacting is the process of eliminating teaching or student practice due to previous mastery of learning objectives. Compacting involves a three step process:</p> <ol style="list-style-type: none"> <li>1. assess the student to determine his/her level of knowledge on the material to be studied and determine what he/she still needs to master</li> <li>2. create plans for what the student needs to know, and excuse the student from studying what he/she already knows</li> <li>3. create plans for freed-up time to be spent in enriched or accelerated study</li> <li>4. For example, a third grade class is learning to identify the parts of fractions. Diagnostics indicated that two students already know the parts of fractions. These students are excused from completing the identifying activities, and are taught to add and subtract fractions.</li> </ol>	<ul style="list-style-type: none"> <li>• Thoroughly pre-assess the learner's knowledge and document findings</li> <li>• Explain the process and its benefits to the student</li> <li>• Create written plans and timelines for study</li> <li>• Allow student choice in enrichment or accelerated study</li> </ul>



<b>Differentiation Strategy</b>	<b>Primary Use</b>	<b>Description of Strategy</b>	<b>Things to Consider</b>
<b>Interest Centers or Interest Groups</b>	Interest, Readiness	<p>Interest centers (usually used with younger students) and interest groups (usually used with older learners) are set up so that learning experiences are directed toward a specific learner interest. They allow students to choose a topic and can be motivating to students. If they are used as enrichment, they can allow the study of topics beyond the general curriculum. Groups address student readiness when they are differentiated by level of complexity and independence required.</p> <p>For example, in a unit about the Civil War, students can choose to work in groups on one of four topics: free labor vs. slave labor, a biography of Robert E. Lee, women's role in Reconstruction, or how trade was impacted.</p>	<ul style="list-style-type: none"> <li>• Incorporate student interest</li> <li>• Encourage students to help create tasks and define products</li> <li>• Adjust for student readiness</li> <li>• Establish clear criteria for success</li> <li>• Adjust blocks of work time based on student readiness</li> </ul>
<b>Flexible Grouping</b>	Interest, Readiness, Learning Profile	<p>Students work as part of many different groups depending on the task and/or content. Sometimes students are placed in groups based on readiness, other times based on interest and/or learning profile. Groups can either be assigned by the teacher or chosen by the students. Students can be assigned purposefully to a group or assigned randomly. This strategy allows students to work with a wide variety of peers and keeps them from being labeled as advanced or struggling.</p> <p>For example, in a reading class, the teacher may assign groups based on readiness for phonics instruction, but allow students to choose their own groups for book reports, based on the book topic.</p>	<ul style="list-style-type: none"> <li>• Ensure that all students have the opportunity to work with other students who are similar and dissimilar from themselves in terms of interest, readiness, and learning profile</li> <li>• Alternate purposeful assignment of groups with random assignment or student selection</li> <li>• Ensure that all students have been given the skills to work collaboratively</li> <li>• Provide clear guidelines for group functioning that are taught in advance of group work and consistently reinforced</li> </ul>

Charts were adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999).  
[www.uwm.edu/~edyburn/DiffStrategies.doc](http://www.uwm.edu/~edyburn/DiffStrategies.doc)



## *Tiered Assignments*

Tiering a lesson is one way to differentiate the curriculum for mixed ability classrooms. Students will continue to learn the same objectives and content, but they will process the information and gain understanding at their ability/challenge level. Below are several strategies to tier a lesson or unit. See website below.

### Six Ways to Structure\*:

- By Challenge Level – Bloom's Taxonomy  
From knowledge, comprehension, and application, to analysis, evaluation, and synthesis (from placing information learned on a chart...to...comparing and contrasting...to using the information learned to create something new)
- By Complexity  
From simple to complex (reporting information on an issue/topic ... to... reporting different points of view on an issue/topic...to... determining a position on an issue and presenting a convincing argument to defend that position)
- By Resources  
Choose materials at various reading levels and complexity of content
- By Outcome  
From basic tasks to advanced tasks (presenting what was learned on a topic studied...to...presentation comparing same topic to today's similar issues and looking at impact, concerns, changes, etc.)
- By Process  
From basic tasks to advanced tasks (Research consumer information about a product and report findings ... to ... establish criteria for purchasing a product based on information learned about the product...to...interview 3 people who have purchased the product and identify the criteria they used in making a decision when purchasing this product and drawing conclusions)
- By Product  
Ex. Verbal/linguistic; visual/spatial; logical/mathematical; bodily kinesthetic; musical (student products reflect their learning preferences and interests)

\*From: *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*, Diane Heacox, EdD, Free Spirit Publishing,

**Check out the web site below. There are tiered lessons in math, science, and language arts from kindergarten to 12<sup>th</sup> grade. Lessons are leveled by readiness (ability), by interest, and by learning styles. The site is the Tiered Curriculum Project through the Indiana Department of Education.**

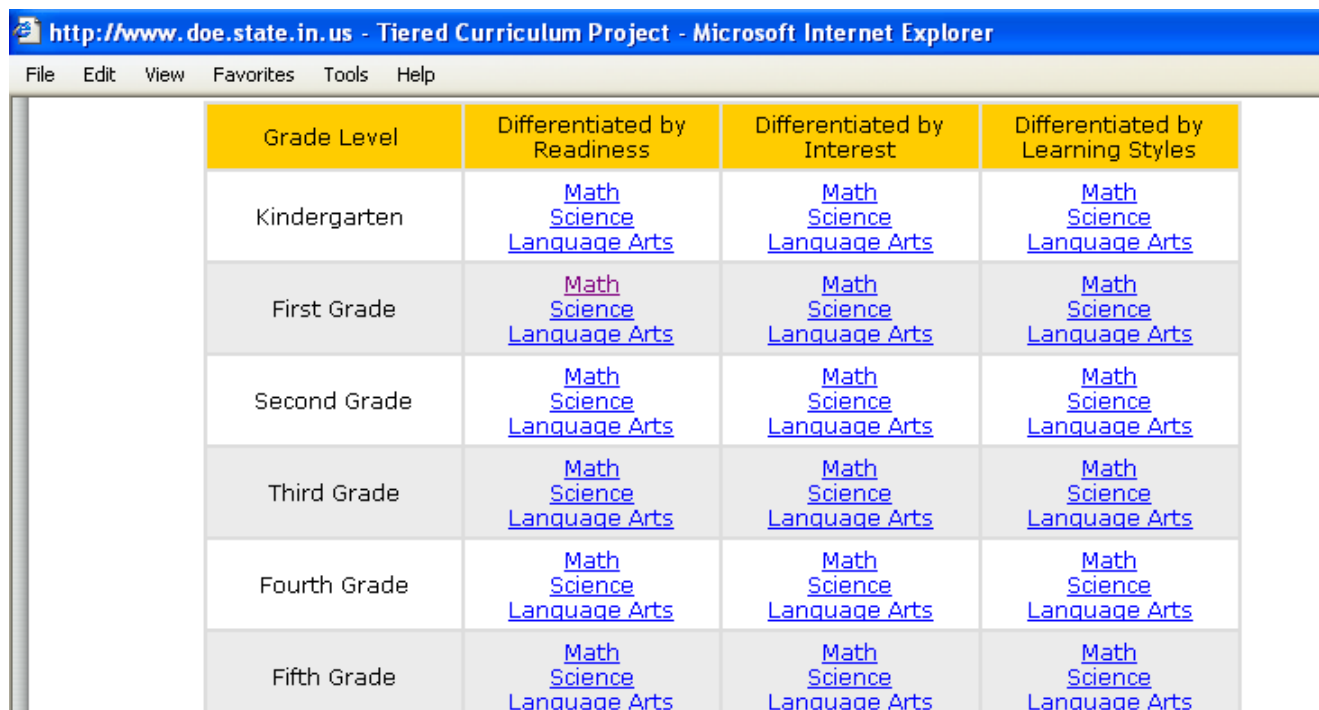
**[http://www.doe.state.in.us/exceptional/gt/tiered\\_curriculum/welcome.html](http://www.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html)**

## STEPS TO TIERING

1. Start with your AKS
2. Deliver large group instruction on key lesson skill(s) while modeling the concept(s)
3. Determine readiness/levels/interests
4. Tier (usually three levels) of assignment for deeper understanding and practice

See Indiana State DOE web site with tiered lesson samples:

[http://www.doe.state.in.us/exceptional/gt/tiered\\_curriculum/welcome.html](http://www.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html)



Grade Level	Differentiated by Readiness	Differentiated by Interest	Differentiated by Learning Styles
Kindergarten	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
First Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Second Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Third Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Fourth Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Fifth Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>

# Lesson Tiered by Interest

**Language Arts Grade: Kindergarten**  
**Concept: Story Sequencing**

### **Tier I: Students interested in *Zoos***

Today we are going to share ideas about what happens at the zoo. We want to come up with five ideas about what happens at the zoo. If you were an animal at the zoo, what do you think happens when you wake up in the morning? What ideas do you have that might happen next? What else might happen? Now, can we arrange these ideas to tell a story?

### **Tier II: Students interested in *Playgrounds***

Today, we are going to share ideas about what happens on the playground. We want to come up with five ideas about what happens when we play on the playground. Think about going to the playground. What happens first? What else happens? Let's think of some more ideas. Now let's arrange these ideas to tell a story.

### **Tier III: Students interested in *Basketball games***

Today we are going to share ideas about what happens at a basketball game when we go to watch. We want to come up with five ideas about what happens at basketball games. Think about going to a game; what happens first? Let's think of some more ideas. Now, let's arrange these to make a story.

# Lesson Tiered by Readiness

**Mathematics Grade: First**  
**Concept: Fractions and Decimals**

## **Tier I: Basic Learners**

Using paper circles (pizza) and squares (sandwich), in pairs students determine how to share the food equally and illustrate by folding the paper. Have two pairs determine how they can share equally with four people. They can cut the parts and stack them to see if they match. Have the quad repeat the process for sharing a paper Reese Peanut Butter Cup equally with three people.

## **Tier II: Grade Level Learners**

Using paper circles (pizza) and squares (sandwich), in triads have students determine how to share the food equally and illustrate by folding the paper. Have two triads determine how they can share equally with six people. Have the group of six repeat the process for sharing a paper Birthday Cake with twelve people. In each case, they can cut the parts & stack to match. Have the group start with half a cake and divide equally for 3, 6, and 12 people.

## **Tier III: Advanced Learners**

Using paper rectangles (sandwich) and triangles (slice of pie), in pairs have students determine how to share the food in three different ways to get equal parts. Have them illustrate by folding the paper. The pair should also answer the questions: Are there other different ways to divide each shape equally? How many ways are there? Have the pair determine which shapes - circles, squares, rectangles, triangles- are easier to divide evenly and illustrate why with a particular food of their choice.

# Lesson Tiered by Learning Style

**Language Arts Grade: Second**  
**Concept: Words that Describe**

## **Tier I: Visual Learners**

Preparation: Each group of students working at this tier will need 10 colorful pictures. Have them number a sheet of paper to correspond with the number of pictures. Instruct them to number their papers 1-10. For each pictures they are to come up with 2-3 good adjectives to describe the picture.

## **Tier II: Auditory Learners**

Preparation: Each group of students working at this tier will need a tape of at least 10 different sounds. Sounds should be no more than 3 seconds long. Have the students number their paper to correspond with the number of sounds recorded. Instruct them to listen carefully to each sound, identify it, and write 2-3 adjectives that could describe the sound. (You may want to use listening stations/ headphones to eliminate excessive noise.)

## **Tier III: Kinesthetic Learners**

Preparation: Each group of students working at this tier will need at least 10 lunch size paper bags, numbered, into which you have placed a different object. Be sure to use some unusual ones. Students create a list numbered 1-10. Students may only feel the object in each numbered bag for 3 seconds. Each student should turn his/her head away from the bag, close eyes, and reach in, being careful NOT to look at the object or take it out of the bag. Then the group should decide the identity of the object and write it on their paper and write 2-3 adjectives that could describe how the object feels.

# Differentiating with Wordless Books

*Applying Differentiation Strategies-Grades K-2* by Wendy Conklin (2007) Shell Education \$79.99

## Example of Three Tiers of Story Writing

The image displays three pages from a 'Tiered Assignments—Write Your Own Story' workbook, each featuring a different geometric shape for a story writing activity. Each page includes a title, a triangle, square, or circle icon, and a set of five numbered steps for writing a story. The steps are: 1. Beginning (writing the first line, characters, and setting), 2. Middle (listing events), 3. End (writing the ending and last line), 4. The title of your story, and 5. Write your story on a separate sheet of paper. The pages are labeled 'Student Reproducibles' and include copyright information for Shell Education.

**Tier 1: Triangle Activity**

**Write Your Own Story Starter Sheet—Triangle Activity**

**Directions:** Your teacher showed you pictures from a book. You will be telling that book's story. Fill in your story below.

- Beginning**  
Write your first line. \_\_\_\_\_  
Who are your characters? \_\_\_\_\_  
Add a new character to the story. Who is it? \_\_\_\_\_  
Draw a picture of that character on the back of this paper.  
What is the setting of your story? \_\_\_\_\_
- Middle**  
List the events of your story. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- End**  
What happens at the end? \_\_\_\_\_  
\_\_\_\_\_  
Write your last line. \_\_\_\_\_
- The title of your story:** \_\_\_\_\_
- Write your story on a separate sheet of paper.**

**Tier 2: Square Activity**

**Write Your Own Story Starter Sheet—Square Activity**

**Directions:** Your teacher showed you pictures from a book. What is this book about? Write your story below.

- Beginning**  
Write your first line. \_\_\_\_\_  
Who are your characters? \_\_\_\_\_  
\_\_\_\_\_  
What is the setting? \_\_\_\_\_
- Middle**  
List the events in your story. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- End**  
What happens at the end? \_\_\_\_\_  
\_\_\_\_\_  
Write your last line. \_\_\_\_\_
- The title of your story:** \_\_\_\_\_
- Write your story on a separate sheet of paper.**

**Tier 3: Circle Activity**

**Write Your Own Story Starter Sheet—Circle Activity**

**Directions:** Your teacher showed you pictures from a book. You will be telling that book's story. Fill in your story below.

- Beginning**  
Write your first line. \_\_\_\_\_  
Who are your characters? \_\_\_\_\_  
\_\_\_\_\_  
Where does the story take place? \_\_\_\_\_
- Middle**  
Write the events. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- End**  
Write the ending. \_\_\_\_\_  
\_\_\_\_\_  
Write your last line. \_\_\_\_\_
- The title of your story:** \_\_\_\_\_
- Act out the story using the words on this page.**

### \*\*\* DI book pages 106-108 – Activities for Wordless Books

Devise a tiered activity which will let students use your wordless book. Below are just some starter ideas:

- practice sequencing
- develop background knowledge
- develop sight vocabulary – have students use highlighter tape to find specific words that have been used many times in the story
- reinforce the elements of a story such as plot, theme, characterization, setting....
- develop writing skills
- learn simple words/concepts in English or another language
- connect to a subject area through literature or pictures
- practice counting or the alphabet
- learn rhyming conventions
- build imaginations
- the list goes on and on!

### Important points to include in your plan:

- How it links to skills for the grade level you choose.
- How you will model and scaffold strategies you want student's to gain.
- How you can differentiate your wordless book activities to meet the needs of **your** learners.

## Creating Your Own Tiered Lesson

Grade Level:

Subject:

Skill/AKS:

Essential Question:

Activating Strategy:

Large Group Instruction:

Differentiating Practice through Tiering:

**Tier 1 – Basic Learners**

**Tier 2 – On Grade Level Learners**

**Tier 3 – Above Grade Level Learners**

Summarizing:

Assessment:

**Differentiated Instruction References Grades K-2**  
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**Special Tools**

Big sand timer and Sound F/X Box - [www.trainerswarehouse.com](http://www.trainerswarehouse.com)  
Timer Tools Software - [www.kaganonline.com](http://www.kaganonline.com)  
Wrist bands – [wristbandexpress.com](http://wristbandexpress.com)  
Student name randomizer – [www.classtools.net](http://www.classtools.net)  
Word maker – [Wordle.net](http://Wordle.net)

**Web Sites** – see links to various DI sites through my web site: [www.teachingwithpurpose.com](http://www.teachingwithpurpose.com)